



Wisconsin Department of Public Instruction

**STANDARDS FOR A QUALITY PROGRAM IN BUSINESS AND INFORMATION TECHNOLOGY EDUCATION**

*Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)*

BIT-Local Use (New 8-08)

**INSTRUCTIONS:** B&IT teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the four ratings and provide documented institutional evidence and remarks. Retain one copy in your files for three years.

District Name		School Name				Name(s) of Teacher Completing Report	
Category, Standard, Quality Indicators		Check One				Documented Evidence	Remarks
		Needs Attention	Developing	Proficient	Distinguished		
<b>QUALITY EDUCATOR(S)</b>							
<b>Standard 1</b>							
The business educator is highly qualified and appropriately certified to teach all corresponding business and information technology courses within a business and information technology program.							
1.1	The business educator has on file a current teaching certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.2	The business educator maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.3	The business educator renews teaching certification based on DPI requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.4	The business educator is trained in supervision of work-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1.5	The business educator holds relevant industry certifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 2</b>							
The business educator is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.							
2.1	The business educator is clear to his/her students about what is to be learned and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2.2	The business educator regularly participates in business-related work experiences as a way of bringing back valid examples to the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 3</b>							
The business educator has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as FBLA, NBEA, ACTE, WACTE, and relevant industry groups.							
3.1	The business educator prepares and follows a professional development plan that demonstrates increased proficiency and reflects the Wisconsin Teacher Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.2	The business educator focuses professional development in areas of most need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.3	The business educator participates in technical and professional development activities to update content knowledge, skills, and pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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3.4 The business educator participates in teacher job shadows, externships, and courses related to assigned teaching areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.5 The business educator maintains membership in and participates in professional organizations at the local, regional, state, and national levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.6 The business educator participates in training and staff development in effective teaching/learning strategies for diverse and special populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.7 The business educator critically examines his/her own practice, and continues to learn throughout his/her career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>PROGRAM PLANNING</b>						
<b>Standard 4</b>						
The business and information technology program has a vision and mission statement that is in alignment with state and national business and information technology mission statements as well as the school district's mission and vision.						
4.1 The vision and mission statement include the purpose and goals established for the program area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.2 The vision and mission statement reflect the needs of all students, the labor market, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.3 The business educator reviews and makes appropriate modifications of the program goals to reflect current conditions with input from students, parents, and community representatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4 The business educator uses the mission of business and information technology to direct the business and information technology program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.5 The business educator plans program improvement through needs assessment, labor market trends, graduate follow-up studies, parents, employers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 5</b>						
The business content offered is in alignment with the Wisconsin Model Academic Standards for Business and local benchmarks, and incorporates the Academic Standards for English Language Arts, Mathematics, Science, and Social Studies.						
5.1 A written comprehensive curriculum, formally adopted by the board, is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2 The business content meets applicable local and state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3 The business educator evaluates and revises curriculum on an ongoing basis to incorporate best practices and the state curriculum framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.4 The business educator plans and sequences courses of study with clearly defined instructional objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5 The program content and structure covers the business and information technology curriculum model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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5.6 Curricula and instructional strategies have been developed which integrate academic and vocational competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.7 The program engages students in specific activities designed to enhance basic skills and integrate knowledge across curriculum areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 6</b>						
A comprehensive program includes three components: standards-based curriculum, work-based learning, and career and technical student organizations.						
6.1 The business and information technology program offers opportunities for students to participate in career exploration activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.2 All students participate in at least one school-supervised work-based learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.3 Students are enrolled in both a related class and supervised employment simultaneously; the business educator provides standards-based classroom instruction and workplace supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.4 Work-based curriculum is driven by industry-determined standards and competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.5 Work-based learning opportunities include, but are not limited to, mentoring, paid and unpaid internships, job shadowing, work programs, youth apprenticeships, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.6 CTE student organization activities provide students with opportunities to participate in leadership development, community service, and volunteer activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.7 The business educator provides employer mentor training to enhance students' success in work-based learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT</b>						
<b>Standard 7</b>						
The curriculum is based on educational equity, the most current occupational trends, accepted industry standards, and recognized educational practices.						
7.1 All students have opportunities for full participation and equal access, without discrimination, to the entire spectrum of business and information technology programs and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.2 The business educator accommodates individual student needs with consideration of student abilities based on diagnostic information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.3 The business educator uses alternative delivery systems and provides multiple opportunities for student success; instructional materials and strategies are tailored to a variety of learning styles and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.4 Efforts to attract and accommodate diverse and special populations are continuous and ongoing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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7.5 Diverse and special populations are provided the necessary support services to be successful in the curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.6 Curricula are developmentally appropriate and gender and culturally neutral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.7 Courses offered are based on enrollment trends, student interest surveys, and employment needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7.8 Course offerings reflect current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and specialized training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 8</b>						
The business and information technology program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.						
8.1 Class size is conducive to effective teaching/learning strategies and does not exceed reasonable standards for safety, space, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.2 The business educator is provided adequate time to develop training sites/opportunities and plans with business and industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.3 The business educator has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.4 The business educator defines high expectations for teaching and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.5 Attendance by students and staff is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.6 All students are given the opportunity to succeed in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.7 The classroom is orderly; standards of conduct and safety expectations are clearly described to students and parents and enforced consistently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.8 Classroom organization provides for optimum use of instructional time, equipment, and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Standard 9</b>						
The Career and Technical Student Organization, Future Business Leaders of America (FBLA), is co-curricular and a valued integral component of the program.						
9.1 Students in grades 7-12 have the opportunity to participate in FBLA activities at the local, regional, state, and national levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.2 FBLA is under the supervision of a business educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.3 The administration provides recognition and support for FBLA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.4 Resources are provided for students and the business educator to participate in FBLA activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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9.5 A program of activities, supporting achievement of curriculum competencies, is developed annually by students and the business educator and is based upon the goals, objectives, and curriculum of the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.6 Students gain leadership skills, team building skills, employability skills, interpersonal skills; opportunities for service learning and volunteerism are provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 10**  
 Career guidance and counseling are a part of the curriculum, emphasizing educational options.

10.1 Educational/vocational information resources are readily available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.2 The counseling staff provides classroom instruction on career development topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.3 Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.4 The career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.5 Career guidance and counseling includes career awareness, self-assessment, and world of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.6 All students that enroll in a business program receive an assessment of their interests, abilities, and individual needs with respect to successfully completing the CTE program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Standard 11**  
 Standards-related classroom assessments are integrated with curriculum instruction to promote meaningful learning and student accountability.

11.1 Program and/or course objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.2 Assessments reflect the local and/or state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.3 All students have an opportunity to learn the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.4 Assessments are free from bias or offensive references; there is consistency of scoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.5 Assessment mastery levels are appropriate for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.6 Students' progress is analyzed on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.7 Feedback is given and students' mistakes are corrected; more instruction is provided to students who need help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.8 Performance measures and standards have been identified for every course offered in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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<b>Standard 12</b>						
The instructional program is aligned at the secondary level with post secondary institutions and articulated through various credit and advanced placement options.						
12.1	A 7-14 scope and sequence is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.2	Strategies for networking with post-secondary institutions provide an opportunity to exchange ideas with the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.3	Articulation agreements have been implemented with post-secondary institutions and/or with other community resources, where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 13</b>						
A business and information technology program is offered at the middle school level with exploratory experiences and skill building.						
13.1	The business and information technology program is regularly articulated between the elementary, middle school, and high school levels to ensure continuity of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2	Sequencing of courses is appropriate (the order in which topics are presented in the classroom or the ordering of courses available to students).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PROGRAM EVALUATION</b>						
<b>Standard 14</b>						
Follow-up studies and other forms of program assessment that measure the business and information technology program against current educational and industry standards are conducted on a regular basis and recommendations are used for continual improvement.						
14.1	The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.2	Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.3	Assessment includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.4	A long-range plan for program improvement has been developed based on evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.5	Assessment is used to provide criteria for program improvement, ensure accountability, and examine program effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.6	Strategies guide how the results of follow-up studies will be used for decision-making and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.7	The business educator and instructional staff meet regularly to review data and develop techniques and plans to support program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>QUALITY SCHOOLS</b>						
<b>Standard 15</b>						
The business educator is proactive, working with others to form policy and practices that enhance the school environment and improve student achievement.						
15.1	The business educator collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.2	The business educator collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.3	The business educator collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.4	The business educator collaborates with colleagues from other disciplines to encourage student integrative thinking/learning and cooperate in reducing the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.5	The business educator collaborates with district and school leadership to offer comprehensive, standards-related business programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.6	The business educator promotes partnerships between schools and public and private non-profit agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.7	The business educator does not work in isolation; he/she learns from and collaborates with others, including students, colleagues, parents, and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 16</b>						
The business educator shall communicate concerns, challenges, and benefits of business and information technology to all decision makers, including but not limited to participating in school governance, maintaining on open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.						
16.1	A written plan provides guidance for providing information to various groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.2	The business educator maintains open communications with local media and school district public information staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.3	The business educator participates in local community organizations and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.4	The school disseminates information about school programs and practices in a variety of ways (e.g. newsletters and parent groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>PARENT AND COMMUNITY INVOLVEMENT</b>						
<b>Standard 17</b>						
The business and information technology program reflects the needs of the community through councils that include community members with business and education experience.						
17.1	An advisory committee has been established and is active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.2	Community partnerships are utilized as resources to assist in program improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.3	Local businesses provide work sites for work-based learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.4	Strategies are included for generating, maintaining, and strengthening family and community involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 18</b>						
The business and information technology program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.						
18.1	Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.2	Training stations are appropriate for the business program; the business educator closely screens and approves training stations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.3	There is a written training agreement between the school and the training sponsor on file for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.4	The business educator provides frequent supervision at the training station.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.5	There is evidence that the supervised business experience component of the program has the support of counselors, administrators, and business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Standard 19</b>						
The operation of the business and information technology program is in compliance with all state and federal laws and regulations.						
19.1	Child labor laws are strictly enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.2	Proper documentation shows that business complies with state and federal labor laws and industry regulations for students in work-based learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>RESOURCES</b>						
<b>Standard 20</b>						
The facilities, equipment, technology, and operating budget support the vision and mission of the business and information technology program.						
20.1	Resources in the community are used to enrich the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.2	Procedures are in place for the periodic updating and replacement of instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.3	Equipment is in good repair and proper working order; there are procedures for reporting and requesting repairs, and repairs are made promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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20.4 The business educator provides input for determining the program budget; an established budget is designated for the purchase and/or replacement of equipment and software that are representative of those used in business and industry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.5 An inventory of equipment is maintained for the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.6 The program is housed in appropriate facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.7 All observed safety and emergency devices are in place and operational; staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.8 A district-wide technology plan is in place that is periodically revised and that provides strategies to address curriculum/technology updates, instructional materials, equipment and supplies acquisition, budget development, and advisory committee utilization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		